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ABSTRACT

This guide provides the teacher of multi-ethnic students with information and teaching resources on Mexican people. The content of the instructional materials and lessons in the guide reinforce the reading skills included in the Detroit Objective Referenced Tests. Mexican history, holidays, food, culture, and immigration to the United States are reviewed. Lesson plans focusing on the Mexican flag, geography, and holidays, and food are provided. In addition, a list of prominent Mexican-Americans is included. The guide concludes with a bibliography on Mexico and Mexican-Americans. (APM)

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DORT - ETHNIC LITERACY PROJECT

ESAA BASIC PROJECT

MULTICULTURAL AWARENESS FOR THE CLASSROOM

THE MEXICANS

1980

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INTRODUCTION

The purpose of the DORT-Ethnic Literacy Project is to complement the reading management system initiated in 1977 as part of the desegregation order for the Detroit Public Schools. The content of the program is designed to provide instructional materials and lessons that will inform our children about other cultures while reinforcing the reading skills included in DORT-Detroit Objective Referenced Tests.

This guide, The Mexicans, is one of a series being made available to teachers for their use. The primary objective of these guides is to provide the classroom teacher of multi-ethnic students with as much information and as many teaching resources as possible to enhance multicultural awareness of the total school population. It is hoped that this guide will simplify the efforts of teachers in their search for relevant learning experiences for the children of their classes.

This publication is not intended as a definitive, all encompassing work; it is merely a beginning. In order for it to be of continuing value, the content should be augmented by the suggestions of teachers, parents, children, and all those interested in providing knowledge and understanding of other peoples.

This guide was produced through the efforts of a dedicated staff of bilingual personnel.

Particular appreciation is expressed to authors Alicia Aguirre, Bilingual Teacher, Neinas Elementary School, Region Two, and Angel Garcia, Bilingual Teacher, Condon Middle School, Region Two. In addition, we are grateful for the assistance of Silvestre Acosta, Bilingual Program Coordinator, Region Two.

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These guides are designed to be used. We invite you, the teachers, to put them to work in your classrooms. A general evaluation form has been included on the last page of each guide. Your comments, suggestions, criticisms are vital in tailoring this series to your needs and the needs of your students.

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HISTORICAL OVERVIEW OF MEXICO

INTRODUCTION

The origin of the native North American is an issue of considerable debate and uncertainty. Many theories have been advanced, but none has been universally accepted. While some historians theorize that the North American is indigenous to the North American continent, others ascribe to the theory that the North American came from Asia via the Bering Straits more than twenty thousand years ago. More recent interpretations of the origins of the native North American lay claim to the hypothesis that the Malaysian-Polynesian Islands were the starting point for the trans-Pacific voyage that brought the ancestors of the North American to the shores of that continent.

Whatever their origin, one can say with certainty that the cultural tradition of the native North American bears a richness and diversity that awaits discovery by the school children of America. This presentation focuses on the Mexican culture and history.

REPASO HISTORICO DE MEXICO

Introducción

El origen del indígena norteamericano es un tema de mucha discusión e incertidumbre. Muchas son las teorías promulgadas y raras las aceptadas universalmente. Algunos historiadores mantienen que el norteamericano es oriundo del mismo continente. Otras interpretaciones recientes reclaman que en las islas de Malaya y Polynesia, los antecesores norteamericanos comenzaron los viajes trans-Pacíficos que terminaron en las costas de este continente. Sin embargo, la hipótesis más aceptada para explicar la presencia de los antiguos pobladores en América es la de que vinieron del Asia a través del estrecho de Bering hace más de viente mil años.

Cualquiera que sea su orígen, se puede decir con certeza que la tradición de estos antiguos pobladores norteamericanos, está pletórica de riquezas por descubrir para los alumnos de las Américas. Esta presentación hace enfoque en una de sus culturas e historia — la de México.

PREHISTORY

The land known as Mexico was inhabited in the earliest times by nomadic bands of hunters and foragers. With the discovery that staples such as maize could be cultivated, a village or community life-style evolved.

The earliest known civilization to inhabit the Mexican region was the Olmec tribe. The Olmecs built great cities in Monte Alban and La Venta. They were a religious, polytheistic people who achieved a high degree of mathematical proficiency, exemplified in a calendar and numerical system, as well as a highly sophisticated hieroglyphic form of verbal symbolism. The ruins of magnificently constructed pyramids and astronomical observatories are a testimony to the architectural genius of the Olmecs.

The groups that followed the Olmecs included the Mayas, the Zapotecs, and the Toltecs. Of these and other scattered tribes, perhaps the most significant were the Mayas. The Mayas developed a civilization so enlightened and advanced they have come to be known as the "Greeks of America." The era of the Mayan ascendency ended mysteriously when they vanished without a trace from the Mexican region known as Yucatan. The accomplishments of the Mayas, especially in the fields of architecture, agriculture, and religion, influenced the greatest culture of ancient Mexico - the Aztecs.

The Aztecs created the most fabulous and intriguing culture of Central or Southern Mexico. They had immigrated from Aztlan, a region north of Mexico that is still shrouded in mystery. The Aztecs arrived in the valley of Mexico only to find it inhabited by Olmecs, Mayas, and Toltecs.

PREHISTORIA

El terreno conocido como México estuvo habitado en un tiempo por bandas de cazadores y forrajeadores nómadas. El desarrollo de la agricultura, y sobre todo el cultivo del maíz, señalaron el principio de muchas comunidades y pueblos.

Los olmecas constituyeron una de las más antiguas culturas de México y su civilización alcanzó el grado de esplendor en la construcción de las grandes ciudades hoy llamadas Monte Albán y La Venta. De esta civilización nacieron también la religión, las ciencias, el calendario, las matemáticas, así también como los jeroglíficos, formas altamente simbólicas de expresión verbal. Las ruinas de las pirámides, maravillosamente construídas, y los observatorios de astronomía prevalecen hoy como testimonio de su genio arquitectónico.

México fué portador también de otras grandes civilizaciones como las de los mayas, los toltecas y los zapotecas. Una de las culturas más extraordinarias entre éstas y todas las demás, fué la maya, que por su civilización tan avanzada, se mereció el título de "Los Griegos de las Américas." La región de México llamada Yucatán presenció la desaparición misteriosa de los mayas en su epoca de mayor apogeo. No obstante, el éxito de esta civilización, particularmente en la arquitectura, agricultura y religión, influenció la cultura más valiosa del antiguo México--la azteca o méxicana.

Los aztecas produjeron la cultura más intrigante e impresionante en el centro y sur de México. Estos procedieron de Aztlán, una región desconocida del norte y residieron en diversos sitios del valle de

Subsequently, they lived as nomads before settling in Tenochtitlan, located in the middle of Lake Texcoco, where they built an empire which rivaled that of Athens or Rome. Ideally located, yet inaccessible to surrounding aggressive tribes, Tenochtitlan became the capital, fulfilling the prophetic legend of the Aztecs that led them to search for a site where an eagle on a cactus would be seen devouring a snake. Eventually the Aztecs conquered nearby tribes and became sovereigns of Mexico, holding reign over Mexico from the Pacific Ocean to the Gulf.

Aside from their military prowess and their skills in cultivating the land, the Aztecs were responsible educators of their children. Instruction of the young began in the home at the age of three. Education was then taken up in the temple schools.

The Aztecs were, like their predecessors the Toltecs, architectural geniuses. The pyramids of ancient Tenochtitlan are the magnificent legacy of that genius. The calendar devised by the Aztecs (called the "Stone of the Sun") is far more accurate than the Gregorian calendar which we presently use. Songs and dances, rich in symbolism and laced with historical accounts of battles and achievements, reinforced and preserved their tradition. Drawings and mural paintings recorded historical events and religious tradition.

It would be impossible to understand the Aztecs without a knowledge of their religious beliefs. Their pantheon of gods was headed by the Sun-God, to whom they made human sacrifice of captured warriors, maidens or slaves. While their literature was largely historical, Aztec writings (ideographs) embraced a wide range of subjects including mythology, astronomy and sacred almanacs with projections on the most propitious time to plant and harvest.

México antes de encontrar a Tenochtitlán, la futura capital de su imperio. Esta ciudad, situada en el centro del lago Texcoco e inaccesible a las tribus agresoras vecinas, fué el sitio legendario donde un águila parada en un nopal devoraba una serpiente. Cuando los aztecas conquistaron a toda las tribus a su alrededor se hicieron soberanos de México desde el océano Pacífico hasta el golfo de México.

Es esplendor y progreso de la civilización azteca se destacaron rivalizando las civilizaciones de Atenas y Roma. Además de ser guerreros y agricultores sumamente organizados y eficaces, fueron excelentes educadores de sus niños. Estos comenzaban el aprendizaje en la casa a los tres años de edad y culminaban en las escuelas de los templos.

Como sus antecesores los toltecas, la arquitectura, la cultura, y las artes, alcanzaron su más brillante expresión en los aztecas. Los grandes símbolos de su genio están representados en las pirámides de Tenochtitlán y el calendario llamado "La Piedra del Sol." Este calendario es más exacto que el calendario gregoriano que actualmente usamos. Su música y danza llena de expresiones simbólicas y representaciones de hazañas guerreras reforzaban y preservaban sus tradiciones expresándolas con temas religiosos tradicionales. Otra forma de arte empleada para transmitir acontecimientos históricos, fue el arte pictórico.

La vida azteca, puede comprenderse mejor conociendo a sus dioses. Su dios principal era el dios del Sol, al que honraban con la oferta de sacrificios humanos de vírgenes, esclavos y prisioneros. La literatura azteca era fundamentalmente histórica e incluía creencias mitológicas, observaciones astronómicas y almanaques sagrados que indicaban el tiempo propicio para sembrar y recoger las mieses. Esta literatura se conservaba principalmente a través de la tradición oral

The Aztec language was a dialect of unknown origin. Since the Aztecs did not possess an alphabet (or a system for symbolizing sounds), the written form of their language took the form of ideographs.

y de los ideogramas. El idioma azteca consistía en un dialecto indio de origen desconocido que carecía de alfabeto. Por consiguiente, si querían conservar ideas para la posteridad, tenían que grabarlas con dibujos o transmitirlas oralmente.

DISCOVERY AND CONQUEST

The Aztec civilization continued to flourish until the arrival of the Spanish explorers in the beginning of the 15th century. The discovery and the conquest of the Aztecs was a bloody yet profitable venture, one which fattened the coffers of the Spanish Crown. While the Spanish were repulsed by the religious practices of the Aztecs, they were, nonetheless, attracted by the vast mineral wealth (silver, gold) and the possibility of converting many to the ways of the Roman Catholic Faith. While the Spanish conquistadores thought the "Indian" to be a "savage , pagan, sub-human species," they were astounded by the magnificence of Tenochtitlan, dubbing it the "Venice of America" upon seeing that city's intricate network of canals.

By the end of the 16th century, less than one hundred years after Columbus' first voyages, a great part of "New Spain" had been conquered and incorporated into the sprawling Spanish Empire. The Spanish imposed not only their religion, but also their language on the conquered peoples. Of course, this changed the social position of the Indian within colonial society. The intermarriage of the Indian with the Spanish population produced a fusion of the two cultures and an emergent stratification based on that fusion. Since Spanish women were initially not permitted to immigrate to the New World, the Spanish conquistadors intermarried with the Indians and created the majority race of Mexico, the mestizos.

Spanish domination and exploitation placed the Indian on the lowest rung of the social structure. The Indian was totally disenfranchised and was prohibited from participating in political, social

EL DESCUBRIMIENTO Y LA CONQUISTA

La civilización azteca o méxica continuó floreciendo hasta la llegada de los exploradores expañoles a principios del siglo XV. El descubrimiento y la conquista de Mexico fué una empresa a la vez ventajosa y sangrienta para el trono español. Los españoles aunque asombrados de las prácticas religiosas de los astecas, fueron atraídos por la riqueza mineral (oro y plata) de México y la posible conversión de los indios al catolicismo. A pesar de rechazar a los indios como salvajes, paganos, y como una especie inferior humana, los españoles se maravillaron de la ciudad de Tenochtitlán y la llamaron "Venecia de América" debido a la intrincada red de sus canales.

A fines del siglo XVI, menos de 100 años después de los primeros viajes de Colón, una gran parte de la Nueva Espana había sido conquistada e incorporada al naciente Imperio Español. Los españoles impusieron su religión e idioma a los aborígenes cambiando radicalmente la posición social del indio en la colonia. No obstante, y a que la mujer española no fué inicialmente permitida en el Nuevo Mundo, el español se unió con los indios, fundiendo dos culturas y aumentando las clases sociales bajo una raza principal—la mestiza.

La dominación y explotación española relegaron al indio a la casta última de la escala social y lo despojaron de todos sus derechos, prohibiéndole participar en actividades políticas, sociales y religiosas. Se cree que la aparición milagrosa de la Virgen de Guadalupe al indio Juan Diego ocurrió para la liberación del indio y para darle un sentido de unidad y de fe. Este milagro fué también de suma importancia para la conversión del indio al catolicismo.

or religious activity. It is believed that the miraculous appearance of the Virgin of Guadalupe to the Indian Juan Diego occurred to lend a sense of unity and faith to the Indians. It also helped the Spanish missionaries to convert the Indians to Catholicism.

LA LUCHA POR LA INDEPENDENCIA

En el año 1810, el padre Miguel Hidalgo y Costilla, párroco de la ciudad de Dolores, descontento con el régimen político español, organizó una protesta y se leventó en armas contra los españoles para proclamar la independencia de México. Mientras que el padre Hidalgo consiguió abolir la esclavitud y logró establer reformas agrarias, fue vencido en la batalla de Guadalajara y fusilado más tarde en 1811. El siguiente gran líder que surgió contra el Imperio Español y libertó el sur de México en 1813, fué José María Morelos. Este gran jefe de las campañas insurgentes también fue capturado y ejecutado en 1815.

En 1822, Agustín de Iturbide, proclamado como emperador por los conservadores, subió al poder. A pesar de gobernar como un tirano, demostró ser un líder eficiente del gobierno provisional. Más adelante, Iturbide abdicó y abandonó el país, pero al regresar el Congreso de Tamaulipas lo aprehendió y sentenció a muerte.

El dominio español por fin terminó en 1828 con la derrota de una armada grande en la costa al suroeste de México.

Santa Anna, una de las figuras políticas más visibles en México, fué elegido como presidente en 1833. A consecuencia de las batallas entre las fuerzas liberàles y conservadoras, fue reintegrado como dictador del establecido gobierno centralista. El estado de México se sublevó contra el regimen de Santa Anna en 1835. Santa Anna logró apaciguar a los rebeldes en la famosa batalla del Alamo, pero en el transcurso del mismo año, los texanos tuvieron suerte al destruir sus fuerzas en San Jacinto donde el dictador cayó en manos del enemigo. A cambio de ceder el territorio de texas a los americanos, Santa Anna

THE STRUGGLE FOR INDEPENDENCE

In 1810, Miguel Hidalgo y Costilla, a parish priest from the village of Dolores, discontented with the Spanish political regime and social oppression, organized a revolt to proclaim independence. While Hidalgo was successful in outlawing slavery and in establishing certain land reforms, he was defeated in the Battle of Guadalajara and later executed in 1812. The next great leader to emerge was José María Morelos who liberated Southern Mexico in 1813. His success, like that of Hidalgo, was short-lived, for he was captured and executed by the Spanish in 1815.

Agustín de Iturbide established himself as Emperor in 1822. Iturbide was a tyranical but efficient leader of the provisional government. He was eventually overthrown and executed by a liberal revolt. The Spanish dominance was finally terminated in 1828, following the defeat of a large Spanish fleet near the Southeastern coast.

In 1833, Santa Anna, a very visible political figure, was elected President. Out of the continuing battle between the liberal and conservative factions, Santa Anna ultimately emerged as dictator, and established a centralist government. In 1835, the Mexican state of Texas revolted against the Santa Anna regime. Santa Anna quelled that revolt, for a time, at the famous battle of the Alamo. Later in that same year, 1835, the Texans turned the tables by crushing Santa Anna's forces at the Battle of San Jacinto and taking the dictator himself as hostage. Santa Anna bought his freedom by signing over the Texas territory to his captors. This ransom consisted of parts of Colorado,

obtuvo su libertad. Este rescate consistió en partes de Colorado, Kansas, Nuevo Mexico, Oklahoma, Wyoming y Texas. El gobierno mexicano no reconoció la concesión de dichos terrenos.

La controversia sobre el terreno de Texas, culminó en la declaración de guerra entre México y el gobierno de los Estados Unidos. Los Estados Unidos ocupó gran parte de México con sus tropas. Las batallas de Buena Vista (victoria proclamada por Estadas Unidos y México) y la de Chapultepec dieron lugar a los encuentros más desastrozos entre ambas naciones guerrilleras. La batalla de Chapultepec fué particularmente calamitosa, ya que durante esta cita, un número de jóvenes estudiantes militares se tiraron de un barranco antes de entregarse al ejército norteamericano. Este acto patriótico se conmemora hoy con un monumento erigido en su honor al pie del cerro de Chapultepec. La guerra México-Americana terminó en febrero de 1848 con el tratado de Guadalupe Hidalgo bajo el cual México le cedió a los Estados Unidos el territorio de California, Nevada, Utah, gran parte de Arizona, y partes de Colorado, Nuevo México y Wyoming. Después, en 1853, los Estados Unidos adquirió el sur de Arizona y Nuevo México en la compra de Gadsen, por diez millones de dólares.

Debilitada por la guerra con los Estados Unidos, la ciudad de México cayó en manos de sus deudores, los franceses. Los Estados Unidos sintiéndose en peligro con la presencia imperialista francesa en Norte América, armó y equipó a las tropas de Benito Juárez, el líder zapoteca de los rebeldes, para luchar contra Maximiliano I, instalado como emperador de México por el régimen napoleónico. Juárez, al detronar a Maximiliano, reunió a sus fuerzas quienes le eligieron presidente en 1867. México permaneció unido bajo el mando de los liberales hasta la muerte de Juárez en 1872. Juárez inspiró la separación de la iglesia y del estado

Kansas, New Mexico, Oklahoma, Wyoming, and Texas. The Mexican government did not recognize the concession of these territories of the state of Texas by Santa Anna.

Disputes over the Texas territory continued and finally erupted into a full declaration of war by the United States government. U.S. troops moved in to occupy much of Mexico. The battles of Buena Vista (victory claimed by the U.S. and Mexico) and Chapultepec were the most devastating encounters between the warring nations. The Battle of Chapultepec was particularly bitter, for in this engagement a number of young military students threw themselves over a cliff rather than surrender to the U.S. troops. A monument commemorating their act of patriotism today stands at the foot of Chapultepec Hill. The Mexican American War ended with the signing of the Treaty of Guadalupe Hidalgo in February, 1848. Under that treaty Mexico ceded land that is now California, Nevada, Utah, most of Arizona, and parts of Colorado, New Mexico and Wyoming. The U.S. later acquired southern Arizona and New Mexico for 10 million dollars in 1853, in the Gadsen Purchase.

Weakened by the war, Mexico City fell prey to the debt-collecting French. Endangered by the French Imperialist occupation in North America, the U.S. supplied weapons and troops to Benito Juarez, a Zapotec Indian and leader of the rebels, to be used against Maximillian I, then the Emperor of Mexico (installed by the Napoleonic Regime). Maximillian was overthrown by Juarez, who rallied the Mexican people behind him and became President in 1867. For a time, the Mexican nation was united under the liberals until Juarez's death in 1872. Juarez inspired the separation of church and state in governmental

en asuntos gubernamentales, eliminando mucha de la avaricia y corrupción de la rica iglesia católica.

La rebelión contra el nuevo gobierno en 1876 tuvo éxito con la instalación del dictador Porfirio Díaz, el general mestizo. Bajo el régimen de Díaz, la economía nacional mexicana prosperó. Sin embargo, tales beneficios no fueron del agrado general del pueblo mexicano. Una vez más se repitió el pasado con la distribución de las riquezas en manos de unos pocos privilegiados. Tal descontento con el régimen de Díaz repercutió en otra revolución a principios de este siglo. En 1911, Madero se apoderó del gobierno, solamente para ser reemplazado por el general Venustiano Carranza en 1913. Los cómplices del asesinato de Madero, dirigidos por Venustiano Carranza, se opusieron a Huerta. El apoyo de Carranza por los Estados Unidos junto con el deseo de Wilson por terminar tanto desasosiego al sur de la frontera, resultaron en la posesión de Veracruz por los Estados Unidos. En 1914 las tropas de Carranza tomaron la ciudad de México y obligaron la salida de Huerta. Pancho Villa y Emiliano Zapata, los líderes rebeldes, exigieron reformas más estrictas que las efectuadas por Carranza. Esta situación agitada fue mayormente acentuada por la intervención de los Estados Unidos en la política decadente de México, la que promovió los ataques de Villa en terreno norteamericano. En 1916, dieciseis norteamericanos murieron como venganza por el apoyo de los Estados Unidos a Carranza. El general norteamericano, John J. Pershing, fue inutilmente despachado al territorio mexicano para capturar al jefe revolucionario, Pancho Villa. La presidencia de Carranza terminó en 1920 con su asesinato durante la rebelión dirigida por el General Alvaro Obregón, quien más tarde tomó la presidencia. Calles fue el sucesor de

affairs and, therefore, eliminated much of the greed and corruption of the extremely wealthy Catholic Church. A revolt against the new government in 1876 successfully installed Porfirio Diaz, a mestizo general, as dictator. Under Diaz's regime, the Mexican national economy improved. However, the benefits of that improvement were not generally shared by the Mexican people. Once again, as in the past, the wealth remained in the hands of the privileged few. Growing discontent with Diaz's policies fanned into outright revolt in the early years of this century. In 1911, Madero seized the reigns of government, only to be overthrown in 1913 by General Victoriano Huerta. Supporters of the assassinated Madero, led by Venustiano Carranza, openly opposed Huerta. The United States' support of Carranza, along with Wilson's desire to end strife south of the border, resulted in the U.S. occupation of Veracruz. In 1914, Carranza's forces seized Mexico City, forcing Huerta to flee. Pancho Villa and Emiliano Zapata, two rebel leaders, demanded more extreme reforms than Carranza effected. Continuing strife, punctuated with U.S. intervention in the unsettled politics of the Mexican state, led to Villa's raid on U.S. territory in 1916, killing sixteen Americans in revenge for U.S. support of Carranza. The U.S. General John J. Pershing was dispatched to the Mexican territory to capture the Revolutionary leader, Pancho Villa, but did not succeed. Carranza's presidency came to a halt in 1920, when he was assassinated during a revolt led by General Alvaro Obregón, who later assumed the presidency. Calles succeeded Obregón in 1924, carrying out the land reforms initiated by his predecessor. In 1934, the activist National Revolutionary Party installed General Lazaro Cárdenas as President.

Obregón en 1924, llevando a cabo las reformas agrarias inciadas por su predecesor. En 1934 el Partido Revolucionario Nacional instaló al General Lázaro Cárdenas como presidente. Durante su administración, el Presidente Cárdenas logró distribuir el doble de terrenos entre los campesinos. También nacionalizó la industria petrolera en 1936 y la puso en manos del pueblo mexicano. (Debido a sus grandes depósitos de petróleo, México se abastece de este recurso natural y exporta su petróleo a muchos paises.) Bajo el mando del heredero de Cárdenas, Avila Camacho, México empezó su ascendencia hacia la industrialización moderna.

During his administration, President Cárdenas divided nearly twice as much land among the peasants as previous presidents had. He also nationalized the oil industry in 1936, placing it in the hands of the Mexican people. (Because of its vast oil deposits, Mexico is self-sufficient in this natural resource and exports oil to many other countries.) Under the leadership of Cárdenas' successor, Avila Camacho, Mexico began its climb toward modern industrialization.

LOS MEXICANO-AMERICANOS EN LOS ESTADOS UNIDOS

Los mexicano-americanos formaron un grupo minoritario inmediatamente después de haberse firmado el tratado de Guadalupe Hidalgo. Ellos ayudaron a construir el sudoeste de los Estados Unidos, mientras se extendían de los pueblos antiguos y de la frontera con México. Los primeros pobladores anglos aprendieron mucho de los mexicanos sobre los mejores métodos para adaptarse a la región del sudoeste. Además, los mexicanos les enseñaron a criar rebaños de ganado y de cabras y los ayudaron a mejorar los métodos usados para la agricultura, la construcción, y la irrigación. Otras cosas prácticas que los anglos aprendieron de la cultura mexicana y de la española fueron: el manejo de rodeos la domesticación de caballos, la música con guitarras y muchas otras habilidades que adaptaron de los vaqueros mexicanos.

Muchas ciudades y estados americanos tienen un pasado mexicano con nombre español: Los Angeles, San Francisco, San Antonio, Albuquerque, así como los estados de Colorado, California, Téxas, Nevada, y Nuevo México que también son ejemplos. Los mexicano-americanos han formado una parte íntegra del sudoeste. Ellos han ayudado a su desarrollo y actualmente desempeñan un papel muy importante en su crecimiento económico y político.

Los mexicano-americanos en el sudoeste de los Estados Unidos, y en toda la nación, están formando parte del progreso del país. Sus necesidades educativas se están cumpliendo a través de la educación bilingüe y bicultural, la cual toma en consideración las diferencias culturales y la barrera linguística de los estudiantes.

MEXICAN-AMERICANS IN THE UNITED STATES

Mexican-Americans became a minority group immediately after the signing of the Treaty of Guadalupe Hidalgo. They were instrumental in building the Southwest as they spread out from the old pueblos and the Mexican borderlands. Many Anglo settlers learned much from the Mexicans about the best methods of adapting to the Southwest region. The Mexicans taught them cattle and sheep raising, farming, construction, and irrigation. Other practical things learned from the Mexican and Spanish cultures include the handling of horses, rodeos, music and guitars and many other skills of the Mexican vaquero (cowboy). Many American cities and states have a Mexican past and a Spanish name: Los Angeles, San Francisco, San Antonio, Albuquerque; and the States of Colorado, California, Texas, Nevada, and New Mexico are examples. Mexican-Americans have been an integral part of the Southwest. They helped build it and are an important part of its economic and political growth. The Mexican-Americans in the Southwest, and throughout the nation are making progress in joining the mainstream of life in the United States. Their educational needs are being met through bilingual/bicultural education, which takes into consideration the cultural differences and the language barriers of the students.

More and more Mexican-Americans are becoming prominent in politics, sports, show business, the arts, business, and in the labor movement. There are Mexican-Americans in many other occupations: doctors, lawyers, university professors, engineers, journalists, and most other professions. Both New Mexico and Arizona have Mexican Americans for governors. The late Senator Joseph Montoya was elected to the United States Senate by his state of New Mexico.

Actualmente, los mexicano-americanos se están destacando en la política, los deportes, la industria cinematográfica, las bellas artes, los negocios, y como líderes de sindicatos. Además hay muchos méxicano-americanos en diferentes ocupaciones: doctores, abogados, profesores, ingenieros, periodistas, y en casi todas las profesiones y oficios. Los estados de Nuevo México y Arizona tienen mexicano-americanos como gobernadores, el difunto Senador Joseph Montoya fue elegido al senado de los Estados Unidos por su estado, Nuevo México.

Al comenzar la segunda guerra mundial, los Estados Unidos necesitó grandes refuerzos de labor manual. México, siendo un país principalmente agrícola, tenía disponibles trabajadores por temporadas. Cuando los enormes centros industriales de los Estados Unidos se convirtieron en fábricas de guerra (aviones y municiones) los gobiernos de los Estados Unidos y de México, se pusieron de acuerdo, informalmente, para emplear a los trabajadores mexicanos. Los "braceros" o trabajadores, fueron atraídos para buscar una vida mejor en los Estados Unidos donde entraron legalmente e ilegalmente para emplearse en los centros industriales. Está por demás mencionar que el sudoeste ya estaba habitado por los mexicano-americanos debido a la cesión mexicana en el Tratado de Guadalupe Hidalgo.)

Michigan se convirtió en un centro para trabajadores emigrantes por su accesibilidad de empleos industriales y agrícolas. A pesar de los sueldos bajos y las dificultades en adaptarse al clima, al idioma, y al ambiente, la oportunidad de trabajar y de majorar su nivel de vida, atrajo a los mexicanos y mexicano-americanos a los centros urbano-industriales de Michigan. Los empleos con los ferrocarriles y compañías automotrices atrayeron también a muchos emigrantes mexicanos.

At the outset of World War II, the U.S. found itself short of a work force. Mexico, largely agrarian with seasonal work, had a very large body of available labor. When the United States' leading industrial centers converted to war industries (munitions and airplane factories), U.S. and Mexican governments "unofficially" agreed to share the Mexican labor force. Braceros, or laborers, were transported to the industrial centers. Being lured by the tales of great wealth, they legally and illegally entered into the United States. (Of course, it must be mentioned that much of the Southwest was largely inhabited by Mexican-Americans due to the Mexican Cession of lands at the Treaty of Guadalupe Hidalgo.)

Michigan became one of the prime targets for the migrant labor force because of the availability of industrial and agricultural jobs. Despite low wages and the hardships of adjusting to a new land, climate, and language, the chance to work and improve their economic standing drew the Mexican and Mexican-American to the urban-industrial centers of Michigan. The job opportunities with the railroad and automotive companies (Buick in Flint, Ford Motor Company in Highland Park and Dearborn, Cadillac in Southwest Detroit, General Motors Truck and Coach, Fisher Body and Pontiac Motors in Pontiac, and the Dodge Main plant in Hamtramck) drew many Mexican immigrants.

Southwest Detroit, especially in the area near the Ambassador Bridge and West Vernor and Bagley streets and the surrounding area, is largely inhabited by Mexican-Americans, who over the years have established businesses. In recent years, a number of organizations have emerged to serve the educational, social, economic and health needs of the Mexican-American community in Detroit.

El sudoeste de Detroit, especialmente alrededor del Puente Ambassador y al oeste de las calles Vernor y Bagley, está muy poblado por los méxico-americanos, quienes a través de los años han establecido sus comercios.

Recientemente, un número de organizaciones ha surgido para servir al méxicano-americano , en sus necesidades educationales, sociales, económicas y de salubridad.

FOOD

Tacos, which have become a national favorite, are made from flour, wheat, or corn tortillas that are folded or rolled with a variety of stuffings. They may contain refried beans, potatoes, pork, beef or chicken.

Empanadas, another favorite dish, are similar to meat pies, but can be varied with fruit or vegetable fillings. The traditional tamales are made with corn flour, meat and beans (a sweet tamale has raisins or strawberry filling) and wrapped in corn husks.

The basic food of pre-conquest Mexico was the tortilla. Mexicans have a variety of dishes made from tortillas: tacos, tostados, enchiladas, burritos, etc. Tostadas are tortillas fried flat and topped with refried beans or meat, lettuce, tomato, cheese, and hot sauce. Enchiladas are tortillas fried in red sauce, stuffed with either meats or cheese and topped with lettuce, cheese, onions and hot sauce. Burritos are similar to tacos, but made with flour tortillas and wrapped tightly. Pastries come in a wide variety of sweet breads, conchas, cuernos, caracoles, empanadas, semas, etc., and are similar to rolls or cookies.

COMIDAS

Los niños mexicanos muchas veces traen tacos para el almuerzo. Estos están hechos de tortillas de harina, trigo O de maíz y doblados con rellenos de gran variedad. Pueden contener frijoles fritos, papas, y carnes de res, puerco o pollo. Otro platillo favorito es la "empanada." Es semejante a los pasteles de carne y se rellenan de frutas o legumbres.

Los tamales son una comida tradicional que es preferida por los mexicanos. Son hechos de masa de maíz y rellenos con carnes, frijoles, legumbres o el tamale dulce con pasas y fresas. Los tamales son envueltos y cocinados en hojas de elote.

Los mexicanos tienen una gran variedad de platillos hechos con tortillas, tales como: los tacos, las tostadas, las enchiladas y los burritos. Las tostadas están hechas con tortillas extendidas y fritas y llevan frijoles fritos, lechuga, tomate, queso, cebolla y salsa picante. Las enchiladas están hechas con tortillas y salsa de chile, colorado y se fríen enrolladas con queso o carne y queso. Los burritos son parecidos a los tacos pero están hechos con tortillas de harina y se pueden rellenar con diferentes carnes.

Para postre, hay una gran variedad de pan dulce y repostería, como las conchas, los cuernos, los caracoles, las piedras, las empanadas, y las semias.

BUÑUELOS

(Rosettes)

2 cups flour

4 tbsp. sugar

2 tsp. salt

2 cups of water or milk

4 eggs, slightly beaten

4 tbsp. vegetable oil

Buñuelo or Rosette mold

Fat or vegetable oil

Blend dry ingredients.

Mix remaining ingredients, stir in strained mixture.

Heat buñuelo mold in hot fat (400°F), 3" deep in small saucepan.

Top off excess fat. Dip into batter until 2/3 covered and immerse in hot fat. Fry until delicately brown. Remove from mold. Tip upside down to drain excess fat.

Stir butter each time before dipping in iron.

(Makes about 72 small ones.)

Top off with cream or confectioners sugar or a mixture of sugar and cinnamon.

BUÑUELOS

2 tazas de harina

4 cucharadas de azucar

2 cucharadas de sal

2 tazas de leche o agua

4 huevos batidos

4 cucharadas de aciete vegetal

Molde de buñuelo

Manteca o Aceite de vegetal

Combine los ingredientes secos.

Añada el resto de los ingredientes y mézclelos.

Meta el molde en su sartén hondo con manteca caliente a 400 grados.

Sacuda el molde hasta quitar el exceso de manteca.

Meta, el molde a la masa y llénelo dos terceras partes. Póngalo en la manteca caliente hasta que se cocine. Ságuelo y escurra el exceso de manteca. Menee la masa antes de meter el molde.

(Salen como 72 buñuelos pequeños)

Cubra con crema, azucar de confección o una mezcla de azucar con canela.

BESITOS DE COCO

(Coconut Kisses)

3 cups of coconut (dry grain)

2 tablespoons of flour

1 cup of sugar

4 tablespoons of butter

1 lime peel, grated

1. Combine the coconut with all the ingredients.
2. Form small balls with the mixture and place them on a greased cookie sheet.
3. Place in oven for about 40-45 minutes. Bake at 350° F.

(Makes about 12-15 coconut kisses.)

BESITOS DE COCO

3 tazas de coco seco rallado

2 cucharadas de harina

1 taza de azucar

4 cucharadas de mantequilla

1 limón verde rallado

Combine el coco con todos los ingredientes.

Forme bolitas pequeñas con la mezcla y póngalas en una lámina de metal engrasada.

Meta al horno por 40-45 minutos a 350 grados.

DANCES

Dating back to the ancient Aztec ceremonies, dances have been a very traditional and vibrant part of the Mexican culture. A fiesta, wedding, farewell or carnival would not be complete without the traditional dances of Old Mexico.

Every dance represents a region of Mexico and is enhanced by the traditional costume of that region. The most popular dances are accompanied by the Mariachi band, a group of musicians dressed in "charro" outfits, playing such instruments as guitars, trumpets, guitarrones, violins and bandolins. The Mariachi band plays dance music from the state of Jalisco, where the Mariachi and Tequila originated. Some of these dances are "El Jarabe Tapatio" (the original Mexican Hat Dance), "La Negra," "La Culebra" and "Guadalajara." Other popular dances, which come from the states of Durango and Chihuahua, are accompanied by a Mariachi band and have a revolutionary flavor.

Polkas are a favorite dance from the northern regions of Mexico, especially Monterrey. The traditional garb for this regional dance consists of leather skirts for the women and leather vests and Texas-style hats for the men. Music is provided by a band of guitars, accordians, violins and harps. Some of the more famous polkas are "El Cerro De La Silla," "Monterrey" and "Evangelina." In the south-eastern states of Veracruz and Oaxaca, one can listen to Marimba bands playing "Guaracha" music such as "La Bamba" or"La Paloma." Women wear beautiful white lace dresses and black decorated aprons, while the men are outfitted in white slacks and white pleated shirts (guayaberas).

BAILABLES

Desde las antiguas ceremonias aztecas el baile ha sido una parte tradicional de las costumbres mexicanas. Una fiesta, un casamiento, una despedida, una quermés, o un carnaval no sería completa sin los bailes folklóricos de México.

Cada baile representa una región de México y se realiza por el traje tradicional de tal región. Los bailes más populares son acompañados por los mariachis, un grupo de músicos, vestidos en traje de charro y tocando instrumentos como la guitarra, la trompeta, el guitarron, el violín y el bandolín. Los mariachis tocan música para bailables del Estado de Jalisco, donde se originó el mariachi y la tequila. Algunos de estes bailes son "El Jarabe Tapatio", "La Negra", "La Culebra" y "El Guadalajara". Otros bailables populares acompañados por los mariachis son de los Estados de Durango y Chihuahua, con sabor revolucionario y trajes tradicionales de tales regiones.

Lás polkas son las danzas preferidas del norte de México, en particular Monterrey, con los bailarines vestidos al estilo norteño con chalecos y sombreros trejanos y acompañadas por conjuntos tocando guitarras, acordión, violín y el arpa. Entre las polkas favoritas podemos mencionar el Cerro de la Silla, Monterrey, y Evangelina.

En los estados del Suroeste de Veracruz y Oaxaca, se escuchan conjuntos de Marimba tocando música Guaracha como La Bamba y La Paloma con las bailarinas en hermosos vestidos en encaje blanco y un mandil negro boradado y los bailarines vestidos de blanco con sus camisas guayaberas.

All of these dances are representative of the regions of Mexico: the "Sandunga" from Tehuantepec; the "Jarana" from Yucatan; and the ever-popular, internationally known "Jarabe Tapatio" (The Mexican Hat Dance) which is the Mexican national folk dance. (The world-renowned dancers, Pavlova and "La Argentina," learned and danced the "Tapatio" during their visits to Mexico.)

In Detroit, there are various folkloric groups that perform in and around the metropolitan area for all types of festive occasions. Some of the groups are: Corktown Dancers, Ballet Folklorico of Ste. Anne, Corazon Juvenil de México (Young Hearts of Mexico), and Webster School Folkloric Dance Group.

Todos estos bailes tienen sabor de las regiones de México y, por supuesto, expresan los verdaderos sentimientos de los Méxicanos. En Detroit, hay varios grupos folklórices que se presentan en el área de Detróit para todo tipo de ocasión y festividades. Algunas de estos grupos son Corktown, Ballet Folklorico de Santa Anna, Corazón Juvenil de México y el grupo de Bailes Folkloricos de la escuela Webster.

MUSIC

Mexico has an abundance of folkloric music which traces its heritage to pre-conquest times. Music was a highly-developed art form in the Aztec culture, with the ruling classes patronizing composers, poets and musicians. Aztec nobility employed instrumental musicians as tutors of their young. The dynamic and virile music of the Aztecs was an integral part of religious as well as secular life. While most music was composed to express religious sentiment, it was also very important for personal enjoyment. Whenever an individual traveled alone, he always carried an instrument to play and enjoy. Aztec musical instruments consisted of drums, flutes, sea shells, whistles, gourds, bells and shell tinklers.

Although there are very few remnants of indigenous music, the extant examples give us a view of its originality, dynamism and beauty. Mexican songs are rich and varied with the primitive music of Mexico surpassing many a modern composition in the poetic imagery of its lyrics. Religious music, written in Spanish, is traditionally liturgical. The secular dance music (sones, jarabes and huapangos) is bright and vivacious. The corridos (ballads of romance) recount the swashbuckling times of the revolution and the romances of 19th century Mexico. The corridos reveal the multifaceted ethos of the Mexican people, running the gamut from comedy to pathos, satire to social commentary. The traditional love songs can be divided into two types: the rancheras (simple, yet vigorous) and the more sentimental ballads. The early 20th century songs dealing with revolution capture that epoch's demand for social change.

MUSICA

México tiene abundancia de música folklórica cuyo origen se remonta a tiempos de antes de la conquista. La música constituía una forma de arte dentro de la cultura azteca, donde la clase alta patrocinaba compositores, poetas y musicos. La noblesa azteca empleaba maestros de música instrumental para enseñarles a sus hijos. La música dinámica y viril de los aztecas fue una parte integral de su religión y de su vida. Aunque la mayoría de la música fue creada para expresar sentimientos religiosos, tambien fue importante como placer personal. Siempre que una persona viajaba sola llevaba consigo un instrumento para tocarlo y divertirse. Los instrumentos aztecas eran tambores, flautas, conchas marinas, pitos, maracas, campanas, y caracoles que retiñen.

Aunque hay ya pocos rastros de música indígena, los ejemplos que aún existen nos dan una idea de su originalidad, dinomismo y bellesa. Las canciones mexicanas son varidas y ricas en cultura con un matiz fuerte de música primitiva de México que sobrepasa la composición lírica moderna en la imaginación poética. La música religiosa, escrita en Español, es por tradición litúrgica. La música bailable (sones, jarabes y huapangos) es brillante y viva. Los corridos (baladas románticas) reconstituyen los tiempos tormentosos de la revolución y los romances del siglo 19 en México. Los corridos muestran fases multiétnicas del pueblo mexicano, exhibiendo toda una gama de comedia y sufrimiento, de satira y comentario focoso. Las canciones tradicionales de amor pueden dividirse en dos tipos: las rancheras (simples, pero con mucho fervor) y las baladas sentimentales. Las canciones de principio del siglo 20 que hablan de la revolución captan las exigencias de la época por un cambio social.

FOODS THAT MEXICO GAVE TO THE WORLD

When the Spanish Conquistadores arrived in Mexico, they were surprised to find many new and delicious foods and fruits that were completely unknown to them at that time. Some of these foods had come to the Aztecs and Mayas through hundreds of years of communication with other tribes in Mexico and Central America. It was through Mexico that these new and exciting foods went to Europe where they created a sensation at the banquet tables. A food that the Spaniards enjoyed very much was an edible root, el camote (sweet potato), cultivated by the Aztecs.

This is a list of the more important and interesting foods that Mexico have to the world:

chocolate - el chocolate
vanilla - la vainilla
peanuts - los cocahuates
tomato - el tomate
corn - el maiz
green and
red chili peppers - el chile
sweet potato - el camote
guava - la guayaba
squash - la calabaza
papaya - la papaya
pineapple - la piña
avocado - el aquacate
century plant - el maguey

The only member of the animal kingdom which Mexico contributed to the Old World was the turkey. By the time of the conquest, the the Aztecs had many varieties of domestic turkeys. The Aztecs were hunters and agricultors. Wild game was abundant and there was no need for domesticated birds or animals.

ALIMENTOS QUE MEXICO DIO AL MUNDO

Cuando los conquistadores llegaron a México se sorprendieron cuando descubrieron muchas deliciosas frutas y legumbres que eran completamente desconocidos para ellos. Estos alimentos les llegaron a los aztecas y a los mayas después de cientos de años de comunicación con otras tribus de México y de Centro América. Pero fue en México donde estas nuevas y deliciosas comidas fueron introducidas por primera vez a los paises europeos del viejo mundo. Un alimento que les gusta mucho a los españoles fue el camote, un raíz comestible que cultivaron los aztecas. Esta es una lista de los más importantes e interesantes alimentos que México dió al mundo:

EL CHOCOLATE - CHOCOLATE
LA VAINILLA - VANILLA
LOS CACAHUATES - PEANUTS
EL TOMATE - TOMATO
EL MAÍZ - CORN
EL CHILE - DIFFERENT VARIETIES OF GREEN AND RED CHILI PEPPERS

EL CAMOTE - SWEET POTATO
LA GUAYABA - GUAVA
LA CALABAZA - SQUASH
LA PAPAYA - PAPAYA
LA PIÑA - PINEAPPLE
EL AGUACATE - AVOCADO
EL MAGUEY - CENTURY PLANT

El único animal doméstico que México contribuyó para le viejo mundo europeo fue el guajalote o pavo. Los aztecas eran agricultores y cazadores. Había mucha abundancia de caza y pesca así que no era necesario domesticar animales o aves.

Lesson Plan: Foods that Mexico gave to the World.

Goals:

(1) To introduce students to one of Mexico's contributions to Western culture.

(2) To provide students with an opportunity to compare Mexican contributions to those of other North American indigenous peoples.

Objectives:

(1) 80% of the students will be able to name 8 of the 12 listed foods in Spanish and English with 75% accuracy.

(2) 95% of the students will be able to identify the origins of the foods with 80% accuracy. (The Maya and Aztec Indian contributions of food to the world.)

Activities:

(1) Teacher will introduce students to the food contributions of Mexico. (Suggestion: a teacher may begin this lesson by asking if the students know where ketchup, chocolate, and vanilla ice cream came from.)

(2) Students will make a list of foods of today that are derived from ancient Mexico. (e.g., Chocolate pudding, tomato sauce, tacos, tortillas, etc.)

(3) Lower elementary students may create booklets of foods derived from ancient Mexico by cutting and pasting magazine pictures. Students should be directed to print names of food on each page.

Materials:

dittoed hand-out
paper, pencils
construction paper
scissors
glue
magazines
crayons

Additional Activities:

(1) Upper Elementary Vocabulary: Define the following words. Write a sentence for each word.

delicious	member
unknown	cultivators
communication	abundant
introduced	domesticated
banquet	interesting

(2) Enjoy a classroom "cook-in" so that everyone can sample the delectable contributions of ancient Mexico.

Evaluation (Upper Elementary)

Circle the correct answer:

1. The only member of the animal kingdom which Mexico contributed to the Old World was:

   (a) the chicken (b) the burro (c) the turkey

2. The basic food of pre-Conquest Mexico was:

   (a) tortillas (b) turkey (c) corn

3. Empanadas are similar to _____, but can be varied with fruit or vegetable fillings.

   (a) meat pies (b) chicken croquettes (c) bread puddings

4. A food that the Spaniards enjoyed very much was an edible root called:

   (a) a carrot (b) a sweet potato (c) a radish

LAS POSADAS-TRADITIONAL MEXICAN CHRISTMAS CELEBRATION

The Mexican people begin celebrating Christmas nine days before December 25, on December 16th. The nine days, or Las Posadas, re-enact the journey that Mary and Joseph made to Bethlehem before the birth of the Christ Child. When they arrived, they asked for lodging (posada) at the inn but were refused. When Joseph explained that his wife was about to give birth, a kindly innkeeper gave them lodging in the inn's stable.

Posadas are celebrated in a variety of ways. Families and friends plan together and nine families volunteer to host one of the nine "posadas" on each of the days preceeding Christmas.

The people inside the house are the "posaderos", or inn keepers; those asking for lodging are the "peregrinos", or pilgrims. The "peregrinos" carry statues of the Virgin Mary and Joseph and ask for shelter by singing the traditional words of "Las Posadas". As in the biblical account, they are refused the first eight times. Finally, on Christmas Eve when the peregrinos arrive at the last home hosting a "posada", the "posaderos" allow them to enter and spend the night in the "stable".

The procession enters the home, the "peregrinos" place the statues of Joseph and Mary in the Nativity scene (Nacimiento) and the celebration begins. Traditional buñuelos of thin fried pastry, turkey and molé sauce, tamales and other delicacies are enjoyed by all. At midnight, the figure of the Christ Child is placed in the empty cradle. On Christmas Day, children celebrate by breaking the "piñata" (a papier machê figure filled with candy and toys) with a long stick. When the piñata is broken, the children rush to collect as much candy as they can.

LAS POSADAS

El pueblo de México celebra la Navidad nueve días antes del 25 de diciembre con las tradicionales posadas.

Las posadas representan la jornada de José y María a Bethlehem, la cual les tomó nueve días. Cuando llegaron, pidieron posada y se les negó. Finalmente les dejaron que se quedaran en el establo.

Aunque el significado de las posadas es el mismo, se celebra de diferentes maneras. A veces algunas familias y vecinos se reunen y nueve familias diferentes ofrecen sus casas para tener una posada.

En las posadas más tradicionales, los invitados se dividen en dos grupos. Los de afuera, que forman una procesión, son los peregrinos. Ellos llevan las imagenes de José y María y piden albergue cantando la letra de las posadas con acompañamiento de guitarras. La gente dentro de la casa son los posaderos. Las primeras ocho noches se les niega la entrada. Por fin, en Nochebuena, cuando llegan a la casa donde se va a celebrar la última posada, los posaderos los dejan entrar. La procesión entra, los peregrinos colocan las imagenes de José y María en el hermoso nacimiento, y la fiesta comienza. Se sirven ricos buñuelos, guajalote con mole, tamales, y muchos otros deliciosos antojitos.

Cuando el reloj da la media noche la imagen del niño Jesús se pone en el nicho vacío. El día de Navidad, los niños también celebran con una hermosa piñata. Las piñatas se usan para alegrar las fiestas de Navidad y muchas otras fiestas.

LAS POSADAS

1. PEREGRINOS CANTAN

En el nombre del cielo
Os pido posada
Pues no puede andar
Mi esposa Amada

2. POSADEROS RESPONDEN

Aquí no es meson
Sigan adelante
Yo no debo abrir
No sea algun malente

3. PEREGRINOS CANTAN

Venimos rendidos
Desde Nazaret
Yo soy carpintero
de nombre José

4. POSADEROS RESPONDEN

No me importa el nombre
Dejenme dormir
Pues que ya les digo
Que no puedo abrir

5. PEREGRINOS CANTAN

Posada te pide
Amado casero
Por solo una noche
La Reina Del Cielo

6. POSADEROS RESPONDEN

Pues, si es una Reina
Quien lo solicita
Como es que de noche
Anda tan solita

1. PILGRIMS SING

In heaven's name
I ask thee for lodging
Because my adored wife
Cannot walk

2. INN-KEEPERS ANSWER

This is not an inn
Continue ahead
I am not supposed to open
Because you might be crooks

3. PILGRIMS SING

We have come from Nazareth
We are fatigued
I am a carpenter
Named Joseph

4. INN-KEEPERS ANSWER

Your name is of no concern to me
Let me sleep
I have already told you
That I cannot open

5. PILGRIMS SING

Adored landlord
The Queen of Heaven
Asks you for lodging
For only a night

6. INN-KEEPERS ANSWER

Well, if it is the Queen of Heaven
That begs for lodging
How is it she wanders
So alone at night?

LAS POSADAS (Continued)

7. OUTSIDE SINGS

Mi esposa es María
Es Reina del Cielo
Y madre va a ser
Del Divino Verbo

8. INSIDE ANSWERS

¿Eres tu José?
¿Tu esposa es María?
Entren peregrinos
No los conocía

9. OUTSIDE SINGS

Dios pague, Señores
Vuestra caridad
Y que os colme el cielo
De felicidad

10. INSIDE ANSWERS

Dichosa la casa
Que alberga este día
La Reina del Cielo
La hermosa María

11. EVERYONE SINGS

Entren santos peregrinos
Peregrinos
Bendigan este rincón
Aunque pobre la morada,
la morada
Os la doy de corazón.

7. OUTSIDE SINGS

My wife is Mary
She is the Queen of Heaven
And she is going to be
The Mother of the Divine Word

8. INSIDE ANSWERS

You are Joseph?
Your wife is Mary?
Enter pilgrims
I did not recognize you

9. OUTSIDE SINGS

God reward you, sirs
For your charity
And may heaven fill you
With happiness

10. INSIDE ANSWERS

Fortunate the house
That shelters
The Queen of Heaven this day
The beautiful Mary

11. EVERYONE SINGS

Enter, holy pilgrims
Pilgrims
Bless this corner
Although the dwelling is poor
The dwelling
I give it to you with my heart.

Lesson Plans: Las Posadas -- Traditional Mexican Christmas Celebration.

Goals:

1. To introduce students to the traditions surrounding the Mexican/Mexican-American celebrations of Christmas.
2. To allow students an opportunity to compare and/or contrast the Yuletide celebrations of the Mexican/Mexican-American peoples with those of the U.S. and other lands.
3. To acquaint students with key Spanish (English) phrases and words associated with the Christmas season.

Objectives:

1. 85% of the students will be able to recall the significant points of the Mexican Christmas tradition of Las Posadas with 85% accuracy.
2. Students will sing traditional Mexican Christmas carols (posadas) as a group in English or in Spanish (or both).
3. 80% of the students will be able to recognize, pronounce and define the following Spanish (English) words and phrases associated with Las Posadas with 75% accuracy: posadas (nine days before Christmas), peregrinos (pilgrims) posaderos (inn-keepers), buñuelos (fried cake pastries), nacimiento (Nativity scene), piñata (candy-filled papier maché figure).

Activities:

1. Teacher will introduce the students to the Mexican Christmas traditions by asking students to share various Yuletide traditions practiced in the U.S. or in their homes.
2. Teacher will distribute background material on Las Posadas (grades 5-8) for reading activity or will relate the Posadas tradition to the class (K-5).
3. Teacher will introduce the Spanish/English vocabulary (listed in the Objectives section of the lesson) and the phrases of Christmas greetings in Spanish/English. "Feliz Navidad" (Merry or Happy Christmas) "Feliz Año Nuevo" (Happy New Year), "Prospero Año Nuevo" (A Prosperous New Year).

4. Students will participate in the singing of Las Posadas. (English and/or Spanish)

5. Students will discuss the similarities and differences between the Christmas traditions of Mexico and those of the U.S. and/or other lands or cultures.

Additional Activities:

1. Students will create Mexican piñatas using a Christmas motif to be used for a classroom celebration of Las Posadas.

2. Students will re-enact posadas by carolling in the halls, moving from room to room and, finally, entering the gymnasium (multipurpose cafeteria or large area) for a Christmas party, piñatas and all.

Materials:

- dittoed hand-outs of background information and songs.
- Optional (if piñatas are planned): wheat paste, strips of newspaper, balloons, empty tissue paper or paper towelling rolls, scissors, poster paint, crepe paper, construction paper, magic markers.

Vocabulary:

Spanish		English	
posaderos	buñuelos	reenact	custom
peregrinos	posadas	lodging	papier machê
nacimiento	piñata	volunteer	variety
		shelter	delicacies
		tradition	cradle

Look up the meanings of the English words. Write a sentence for each of the vocabulary words.

Evaluation

True or False: Circle the correct answer.

1. Las Posadas begin 8 days before Christmas.

   True or False

2. The peregrinos are papier machê toys.

   True or False

3. All of the posaderos or "Inn Keepers" invite the "pilgrims" to enter their homes on each of the days before Christmas.

   True or False

4. At midnight on Christmas Eve, the posaderos place figures of the Three Kings in a nativity scene.

   True or False

5. On Christmas Day, Mexican children take turns trying to break open the buñuelos.

   True or False

Christmas Scene (Nacimiento)

Additional activities materials for Mexican Christmas Celebration.

Directions for the teacher: Students may color, cut out, and paste the figures to cardboard backing.
(Stands are provided so that the figures can be free standing.)

Note that the identification of characters and animals are in Spanish and English. Students can increase their vocabularies in either language through this activity.

UNA PASTORCITA

A SHEPHERDESS

UN PASTORCITO

A SHEPHERD

LA ESTRELLA

THE STAR

UN PASTORCITO

A SHEPHERD

EL NIÑO JESÚS

BABY JESUS

UNA OVEJITA

A LAMB

UNA OVEJITA

A LAMB

60

EL BURRO

DONKEY

EL BUEY

OX

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LOS TRES REYES MAGOS

THE THREE WISE MEN

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COLUMBUS DAY (DIA DE LA RAZA)

On October 12, Columbus Day (Dia de la Raza), we celebrate the day when Christopher Columbus brought the Spanish flag to the Americas. His voyage marks the beginning of the exploration and colonization of the American Continent, including the Southwestern part of the United States, by the colonists who came from Spain and later from Mexico. Columbus' expedition was financed by Queen Isabella of Spain and her husband, King Fernando.

Columbus and his crew sailed from the Harbor of Palos (Puerto de Palos), Spain, on August 3,1492. The crew was made up of many different kinds of people who wished to seek their fortunes in the New World. Many of the officers were noblemen. Some of the crew were criminals released from prison. All of them were embarking on a great adventure that was going to change the course of the world's history.

One of the three small ships in which they sailed was the Santa María, the largest of the three, which was about 50 feet long and 18 feet wide. The other two ships, the Pinta and the Niña were even smaller than the Santa María.

After two months at sea, the crew became fearful and talked about turning back. The supplies were running out. Food and water were being rationed. At last, on October 12, after 71 days at sea, the cry from the crow's nest of "Tierra, Tierra!" (Land, Land) told them that land had been sighted. Lowering a boat, Columbus touched the new land, thinking it was the Indies.

The royal standard bearer planted a cross. Columbus took possession in the name of the Spanish King and laid claim to the new land. Columbus and his men were awed by the beauty of the land and the trusting, friendly Indians.

Columbus captured six Indians and took them back to Spain to show the queen. He told Queen Isabella, "There cannot be a people better or more gentle, full of love, without greed, loving their neighbors as themselves, very generous, giving whatever they had for the poor things they received." The Queen named Columbus the Admiral of the Ocean Sea and Viceroy of the Indies. Columbus opened a new world to exploration, but he died believing he had reached a land full of precious spices and gold. Little did he know how much blood was going to be shed in the conquest of the New World.

Columbus Day:
Evaluation #1

TRUE OR FALSE: Write the correct answer, true or false.

1. Christopher Columbus carried the flag of England to the New World to claim it for England. _____
2. King Fernando and Queen Isabella of Spain financed Columbus' expedition. _____
3. The Spaniards called the native people they found "los indios" (Indians). _____
4. The names of the three ships in which Columbus and his men sailed were "La Niña", "La Pinta", and the "Santa María". _____
5. Columbus and his men spoke Spanish. _____
6. Columbus sailed from the Harbor of Palos (Puerto de Palos). _____
7. The three ships used in the expedition were big, sturdy and fast. _____
8. Columbus thought that he had reached the Indies. _____
9. Columbus and his men spent 71 days at sea before they finally saw land. _____
10. Columbus took six natives (Indians) back to Spain to show them to the queen. _____

LAS CARABELAS

Colón viajó a América con tres barcos, llamados carabelas. Sus nombres eran: La Pinta, La Niña, La Santa María. Aquí tienes La Pinta.

Instrucciones:

Colorea las carabelas con tus cregones o plumones. Pégalas sobre cartulina gruesa. Recórtalas. Dobla la base en la línea de puntos.

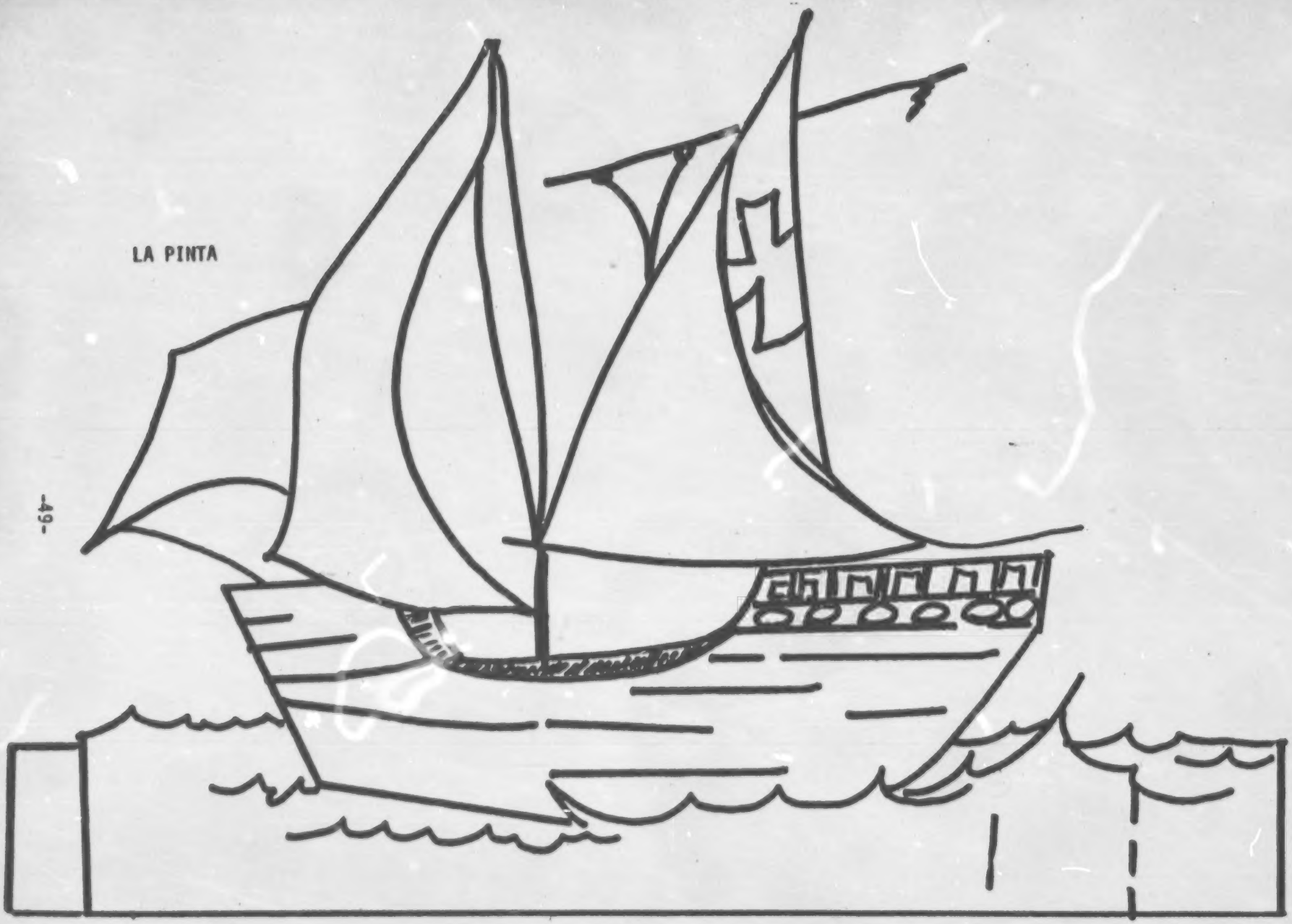
THE SHIPS

Columbus sailed to America with three ships called galleons. Their names were: La Pinta, La Nina, La Santa María. Here is La Pinta.

Instructions:

Color with crayons or felt tip pens. Paste on heavy cardboard. Cut. Fold base on dotted lines to stand.

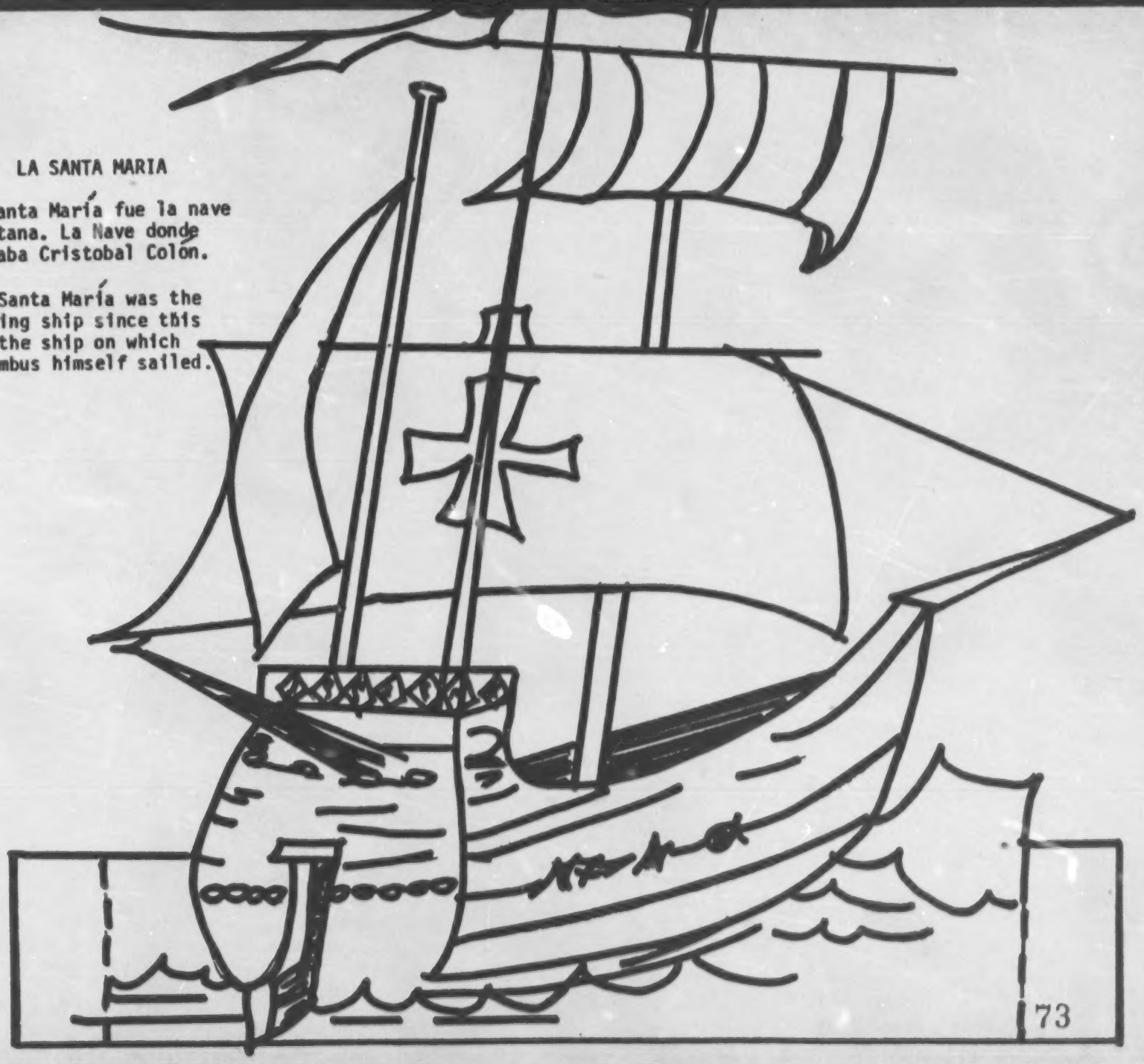
LA PINTA

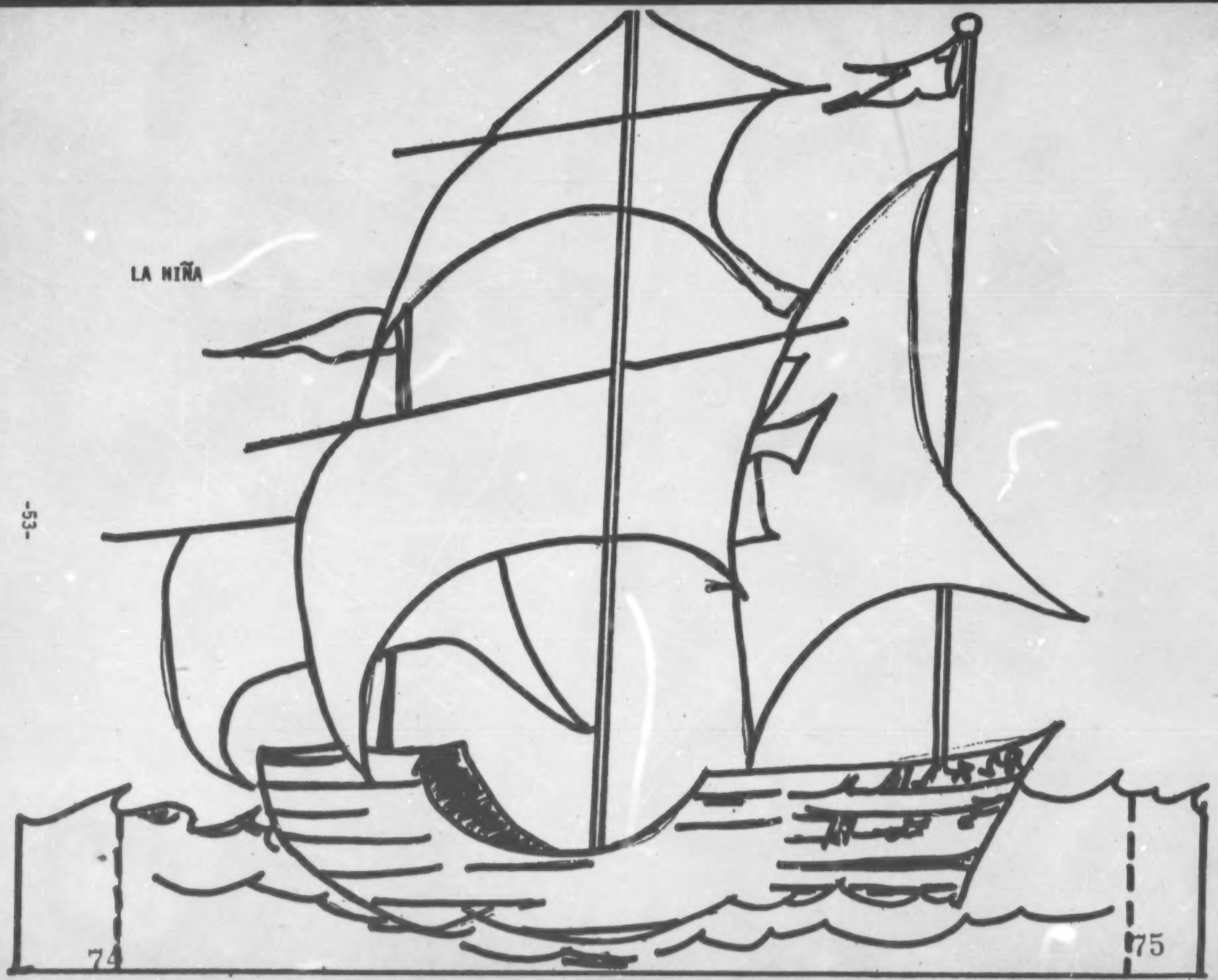


LA SANTA MARIA

La Santa María fue la nave capitana. La Nave donde viajaba Cristobal Colón.

The Santa María was the leading ship since this was the ship on which Columbus himself sailed.




LA NIÑA
74
75

Lesson Plan: Columbus Day-Día de la Raza

Goal: To increase the students' awareness of the background to the discovery and colonization of the New World.

To establish commonalities between the U.S. majority culture and that of the Spanish-Speaking minority cultures through the introduction of a holiday celebrated by both groups.

Objectives:

1. 75% of the students will be able to recall the significant historical facts associated with the discovery of America.
2. 80% of the English-speaking students will be able to recognize and pronounce the following Spanish words and terms associated with Columbus Day with 75% accuracy: Día de la Raza, tierra, indios, Santa María, Niña, Pinta.

Activities:

1. Teacher will recount or read the background for the Columbus Day (Día de la Raza) holiday.
2. Teacher will review through discussion the salient historical points of the discovery.
3. Teacher will point out the common holiday celebrated in the U.S. and Spanish-speaking countries and/or cultures, asking students to point out other common celebrations or customs (Christmas, New Year, Easter, Labor Day, etc). Refer to enclosed listing of holidays to supplement discussion.
4. Upper level students will re-enact Columbus' landing.
5. Elementary students will color the enclosed representations of Día de la Raza or draw their own versions.
6. Teacher will present and drill Spanish words (Día de la Raza, tierra, indios, Santa María, Niña, Pinta).

Materials:

- dittoed materials
- crayons
- markers
- paper
- scissors

Vocabulary: Look up the following words. Write a sentence for each of the words.

pioneers
expedition
financed
harbor
embarking
course
rationed
standard bearer
possession
capture
noblemen
lowering

Columbus Day

Evaluation: #2

Circle "True" or "False" after each statement.

1. Columbus landed in America on December 25, 1586.

   True or False

2. Queen Isabella of Spain financed Columbus' expeditions to the New World.

   True or False

3. Columbus' crew were pleased with the conditions of the voyage.

   True or False

4. The largest ship in Columbus' small fleet was the Pinta.

   True or False

5. Columbus and his men were frightened by the unfriendly Indians.

   True or False

6. Columbus took possession of the new land in the name of the King of England.

   True or False

7. Columbus landed on a desert island.

   True or False

8. Columbus' voyage to the New World lasted six months.

   True or False

9. Columbus' ships set sail from Lisbon.

   True or False

10. The Indians captured by Columbus were taken to the King of Spain.

    True or False

THE FLAG OF MEXICO

According to Aztec mythology, the Aztecs were directed by the gods to venture on an expedition until they came to a lake where an eagle, perched on a cactus plant, would be devouring a snake. At that site, as the prophecy goes, they would build the great city, Tenochtitlan. The first inhabitants of Mexico migrated to Mexico City about 650 years ago. They found it in 1325, but the cactus that the eagle sat upon was on a small island in the middle of a lake. Today, the Zocalo (public square) of Mexico City is on the same spot where the legendary eagle was sighted by the Aztecs. Since 1824, the Aztec eagle has emblazoned the national flag of Mexico. The emblem on the Mexican flag depicts an eagle devouring a snake. Mexican Flag Day is celebrated in Mexico on Februray 24.

LESSON PLAN
THE FLAG OF MEXICO

Goals:

(1) To introduce students to the Aztec legend symbolized on the Mexican flag.

(2) To aquaint students with the flag of a nation from which a large group of persons have immigrated to the U.S.

(3) To allow students the opportunity of comparing legends about the U.S. flag and/or flags of other countries.

Objectives:

(1) Students will be able to recall with 75% accuracy the legend surrounding the symbol depicted on the flag of Mexico.

(2) Students will be able to reproduce the correct coloring of the flag of Mexico with 90% accuracy.

(3) Students will be able to compare the flag legend of Mexico to that of the U.S. and/or one other nation (upper elementary).

Activities:

(1) Teacher will read or retell the legend of the Eagle and the Snake, depicted on the flag of Mexico.

(2) Teacher will encourage students to discuss or relate legends that they may have heard about the flags of other lands and the U.S.

(3) Teacher will distribute ditto of flag of Mexico, rereading the coloring directions if necessary.

(4) Students will color the flag of Mexico or may use construction paper to recreate the flag. (In the latter case, students may wish to color the eagle and snake insignia, cut it out, then paste it onto the constuction paper.)

(5) Upper level students will complete the evaluation.

Materials:

dittoes of Mexican flag
crayons, marking pens
construction paper (white, green,red)
scissors
glue

Additional Activities:

(1) Upper level students may be encouraged to use encyclopedias or reference materials to research legends surrounding the United States' flag and the flags of other countries of Latin America, Europe, Africa, Asia.

(2) Vocabulary: Define the following words. Write a sentence for each of the words.

emblem	adapted	myth
insignia	site	Aztec
perched	legend	depict
devouring	fable	

(3) Encourage students' creativity by asking them to design a flag for their neighborhood, their school or their family. Some students may even wish to write an accompanying legend.

This is the flag of Mexico. Color (1)green, (2) white and (3) red. The eagle and snake brown, the cactus green, and the claws and beak of the eagle yellow.

Evaluation

Fill in the Blanks:

1. The _____ tribe was told to go on a journey until they saw a sign sent by the gods.
2. Present-day _____ is built on the ruins of ancient _____.
3. The emblem on the Mexican flag depicts an_____ devouring a _____.
4. Flag Day in Mexico is celebrated on _____.
5. The first inhabitants of Mexico migrated to Mexico City about _____ years ago.

Essay: Compare the legend of the flag of Mexico with that of the flag of the United States.

LEARNING ABOUT MEXICO

MAP STUDY

Goals:

(1) To provide students with an overview of Mexican geography.

(2) To introduce students to the provinces of Mexico and neighboring countries.

Objectives:

(1) Students will be able to locate Mexico on a world map or globe with 95% accuracy.

(2) Students will be able to identify the northern-most provinces of Mexico on the U.S. frontier with 85% accuracy.

(3) Students will be able to identify the Yucatan Peninsula and Baja California with 90% accuracy.

(4) Students will be able to identify and locate the capital of Mexico, Mexico City, with 90% accuracy.

(5) Students will be able to identify the major bodies of water surrounding Mexico with 90% accuracy.

Activities:

(1) Teacher will introduce students to Mexico by indicating its placement on a map or world globe, also indicating its relationship to the U.S.

(2) Referring to the map, the teacher will ask students to name the states of Mexico which form the frontier between Mexico and the U.S.: SONORA, CHIHUAHUA, COAHUILA, NUEVO LEON, TAMAULIPAS.

(3) Teacher will ask students to locate the Yucatan Peninsula and Baja California.

(4) Teacher will ask students to name the bodies of water surrounding Mexico (Pacific Ocean and the Gulf of Mexico).

(5) Students will complete a blank map of Mexico by referring to the wall map or text. They may color or decorate completed maps.

(6) Students will complete the evaluation.

Materials:

dittoed maps
pencils
crayons, marking pens

Additional Activities:

Students may create jigsaw puzzles from the map.

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CALIFORNIA
ARIZONA
NEW MEXICO
TEXAS
BAJA CALIFORNIA
SONORA
CHIHUAHUA
COAHUILA
SINALOA
DURANGO
NUEVO LEON
GULF OF MEXICO
ZACATECAS
SAN LUIS POTOSI
TAMAULIPAS
JALISCO
VERACRUZ
OCEANO PACIFICO
CAMPECHE
YUCATÁN
Quintana Roo
MICHOACÁN
MEXICO
PUEBLA
TABASCO
GUERRERO
OAXACA
TEHUANTEPEC
CHIAPAS
CARIBBEAN SEA

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Evaluation

Fill in the Blanks:

1. Mexico City is located in the State of _____.
2. The _____ _____ juts into the Caribbean Sea.
3. The U.S. state of _____shares the longest frontier between Mexico and the U.S.
4. The _____ _____ is located off Mexico's eastern shores.
5. The westernmost state of Mexico is _____ _____.
6. The Mexican state of Sonora is located to the south of _____.
7. The U.S. state of New Mexico is to the north of the Mexican state of _____.
8. The capital of Mexico is _____.
9. The largest state of Mexico is _____.
10. The southernmost state of Mexico is _____.

SIGNIFICANT HOLIDAYS AND RELIGIOUS OBSERVANCES

January 1	New Year's Day
January 6	King's Day
February 5	Constitution Day, observing the forming of the Constitutions of 1857 and 1917.
February 14	Friendship Day
February 24	Flag Day
March 18	Nationalized Petroleum Industry
March 21	Birthday of Benito Juarez, the most honored and revered figure in Mexican history.
March - April	Celebration of Holy Week and Easter
May 1	Labor Day
May 5	Anniversary of the Battle of Puebla in 1862, when the Mexicans defeated the French Army that had invaded Mexico. In many cities across the U.S., the Mexican communities organize big events to commemorate this event.
May 10	Mother's Day
May 15	Teacher's Day
May 23	Student's Day
June 24	Feast of Saint John
August 15	Ascension of the Virgin Mary
September 1	President's annual report to the nation, first day of congressional sessions.
September 15	Cry of Dolores
September 16	Independence Day - starts the night before when all over Mexico public officials give the traditional "grito," Father Miguel Hidalgo's cry for independence.

HOLIDAYS AND OBSERVANCES (cont'd)

October 12	Columbus Day - Dia de la Raza. A day to celebrate "the race," the fusion of the Indian and Spanish cultures, as well as Columbus having set foot on American soil.
November 2	All Souls Day
November 20	Anniversary of the Mexican Revolution - A national holiday. Very elaborate parades and ceremonies take place everywhere in Mexico on this day, from the smallest village to the capital, Mexico City.
November 22	St. Cecilia of the Music
December 8	Feast of the Immaculate Conception
December 12	Feast of Our Lady of Guadalupe (Patroness of the Americas) - declared a national holiday.
December 16	Las posadas (nine days through Christmas Day.)
December 24	Christmas Eve
December 25	Christmas Day
December 28	Innocents Day

COMMUNITY SERVICES

Agencies which provide services to the local community and may be called upon to act as resources in the bilingual/multicultural classroom are listed as follows:

LASED - 4138 W. Vernor, Detroit 48209	554-2025
La Luz (Wayne Center for the Retarded)	554-0690
LASED ESAA Program	841-5144
Wayne County Neighborhood Legal Services	554-3474
Michigan Employment Security Commission	544-0440
Consumer Affairs Program	843-3668
Nutrition Education Program	554-3365
International Institute	554-1445

LASED Building hours are 9 a.m. to 5 p.m.
Monday - Friday

Community Health and Social Services (CHASS) 849-3920
5635 W. Fort St., Detroit 48209
Hours: 8:30 a.m. to 5 p.m. Monday - Friday
8:30 a.m. to 8 p.m. on Tuesday

Service Employment Redevelopment (SER) 849-2560
6705 W. Lafayette, Detroit 48209
Hours: 8:30 a.m. to 5 p.m. Monday - Friday

Latino Outreach Community Service Center 237-0580
2301 - 16th St., Detroit 48216
Hours: 8:30 a.m. to 5 p.m. Monday - Friday

Office for Hispanic Affairs 883-3161
Archdiocese of Detroit
Sacred Heart Seminary
2701 W. Chicago Blvd., Detroit 48206
Hours: 9 a.m. to 5 p.m. Monday - Friday

Peoples Community Services (PCS) 554-3111
412 W. Grand Blvd., Detroit 48216
Hours: 9 a.m. to 5 p.m. Monday - Friday

Boniface Community Action Center 962-3366
2116 Michigan Ave., Detroit 48216
Hours: 9 a.m. to 5 p.m. Monday - Friday

American G. I. Forum 841-8077
6705 W. Lafayette St., Detroit 48209
Hours: 9 a.m. to 5 p.m. Monday - Friday

Social Security Administration 226-6083
9180 W. Fort St., Detroit 48209
Hours: 9 a.m. to 4:30 p.m. Monday - Friday

Southwest Crisis Center 962-3830
2323 Rosa Parks Blvd. , Detroit 48216
Hours: 8:30 a.m. to 5 p.m. Monday - Friday

RADIO PROGRAMS

Mananitas Mexicanas	Sunday 10 a.m. - 11 a.m.	WQRS 105.1 FM
Musica, Alegria y Canciones	Saturday 12 p.m. - 2 p.m.	WQRS 105.1 FM
Mexico Musical	Saturday 4 p.m. - 5 p.m.	WQRS 105.1 FM
Mananitas Alegres	Monday - Friday 11 a.m. - 12 a.m.	WMZK 98.0 FM
Los Latinos	Monday - Friday 11 a.m. - 12 p.m.	WMZK 98.0 FM
Mexican Fiesta	Saturday 12 p.m. - 1 p.m.	WMZK 98.0 FM
Serenata de Mi Barrio	Monday - Friday 3 p.m. - 4 p.m. Saturday 10 a.m. - 11 a.m.	WCAR 109.0 AM WCAR 109.0 AM
El Grito de Mi Raza	Thursday 7:00 - 8:30 p.m.	WDET 101.9 FM

TELEVISION PROGRAMS

Presente	Saturday 5:00 - 5:30 p.m.
News Broadcast	Channel 56's "Para Mi Pueblo" includes five minutes of local news concerning the Spanish community in the Detroit area.

PROMINENT MEXICAN-AMERICANS

1.	Louis Nogales, Henry Ramirez, and Lupe Anguiano	Educators
2.	Lee Trevino and Nancy Lopez	Professional Golfers
3.	Cesar Chavez	Labor Leader
4.	Anthony Quinn and Ricardo Montalban	Actors
5.	Henry B. Gonzalez, Eligio de la Garza, Edward R. Roybal, and Joseph Montoya	United States Congressmen
6.	Joe Kapp, Jim Plunkett, and Danny Villanueva	Professional football players
7.	Vikki Carr and Trini Lopez	Singers
8.	Reyes Lopez Tijerina	Activist
9.	Pancho Gonzalez	Tennis Champion
10.	Jose Angel Gutierrez	Founder, La Raza Unida
11.	Bishops Patrick Flores and Gilberto Chavez	Religious Leaders
12.	Rodolfo (Corky) Gonzales	Political Activist
13.	Dolores Huerta	Union Organizer
14.	Governor Jerry Apodaca	Governor of New Mexico
15.	Dr. Uvaldo H. Palomares	Psychiatrist and Educator
16.	Dr. Rudy Acuna and Julian Nava	Writers and Historians
17.	Hilary Sandoval	Businessman
18.	Carlos Conde	Newspaperman

SURVIVAL SENTENCES

Pronunciation of Vowel Sounds

	Examples - (as in these words)
a - ah	f<u>a</u>ther
e - eh	l<u>e</u>ad pencil
i - ee	w<u>ee</u>d
o - oh	cl<u>o</u>thes
u - oo	sh<u>oo</u>t

English	Spanish	Pronunciation
one	uno	oo-no
two	dos	dose
three	tres	trays
four	cuatro	coo-ah'tro
five	cinco	seen'co
six	seis	says'
seven	siete	see-ay'tay
eight	ocho	ochō
nine	nueve	noo-ay'vay
ten	diez	di-ez'
Sunday	domingo	doh-meen'gō
Monday	lunes	loo'nes
Tuesday	martes	mar'tes
Wednesday	miércoles	me-eer'so-les
Thursday	jueves	hoo-ay'ves
Friday	viernes	ve-eer'nes
Saturday	sábado	sah'bah-do

SURVIVAL SENTENCES

ENGLISH	SPANISH	PRONUNCIATION FOR SPANISH
What is your name?	¿Cómo te llamas?	Komō te yamas?
How old are you?	¿Cuántos años tienes?	Kwahntōs anyōs teeyehnes?
What grade are you in?	¿En qué grado estás?	En kay grādo ehstahs?
How long have you lived here?	¿Cuánto tiempo has vivido aquí?	Kwahntó teeyempo ahs beebeedō ahkey?
Where do you come from?	¿De dónde eres?	Deh dōhndeh ehres?
What language do you speak?	¿Qué idioma hablas?	Kay eedeeohma ahblahs?
Where do you live?	¿Dónde vives?	Dōhndeh beebes?
What is your phone number?	¿Cuál es tu número de teléfono?	Kwahl ehs too newmehrō de telehfonō?
Welcome to our classroom.	Bienvenidos a nuestro salón.	Beeyehvehnedōs a nōō es´trō sah´lōne.
We are your friends.	Somos sus amigos.	Somōs sus ahmeegōz.
We like you.	Te apreciamos.	Teh ah-pray´-see-ah-mōs.
Do not be afraid.	No tengas miedo.	No tehngahs meeyehdō.
Be careful.	Ten cuidado.	Ten kweedahdō.
May I help you?	¿Puedo ayudarte?	Poovehdō a hyudarteh?
Please come in.	Entra por favor.	Ehntra pōr fahvōr.
It's time to go to lunch.	Es hora de ir al almuerzo.	Ehs ōra deh eer al almwerso.
It's time to go to recess.	Es hora de ir al recreo.	Ehs ōra deh eer al recrehō.

SURVIVAL SENTENCES

ENGLISH	SPANISH	PRONUNCIATION FOR SPANISH
It's time to go to the bathroom.	Es hora de ir al baño.	Ehs ōra deh eer al banyō.
It's time to go to gym.	Es hora de ir al gimnasio.	Ehs ōra deh eer al ĥím-nań see-oh.
It's time to go home.	Es hora de ir a la casa.	Ehs ōra deh eer ahla kasa.
It's time to go to music.	Es hora de ir a la clase de música.	Ehs ōra deh eer ah lah klahseh deh mooseekah.
It's time to go to art.	Es hora de ir a la clase de arte.	Ehs ōra deh eer ah lah klahseh deh ahrteh.
It's time to go to science.	Es hora de ir a la clase de ciencia.	Ehs ōra deh eer ah lah klahseh deh seeehnseeah.
This is the boy's bathroom.	Este es el servicio de los muchachos.	Ehsteh ehs el sehrveeseeō deh lōs moochahchōs.
This is the girl's bathroom.	Este es el servicio de las muchachas.	Ehsteh ehs el ser-vee´see-oh deh lahs moochachahs.
Are you sick?	¿Estás enfermo?	Ehstahs en-ferr´mōh
Please don't do that.	No hagas eso por favor.	Nō ahgahs ehsō pōr fahvōr.

Answer key: Food lesson plan.

Evaluation (Upper elementary)

1. (c) the turkey.
2. (a) tortillas.
3. (a) meat pies
4. (b) a sweet potato.

Answer key: Las posadas lesson plan.

Evaluation (True or False):

1. False.
2. False.
3. False.
4. False.
5. False

Answer key: Columbus Day lesson plan #1

Evaluation (True or False):

1. False.
2. True.
3. True.
4. True.
5. True.
6. True.
7. False.
8. True.
9. True.
10. True.

Answer key: Columbus Day lesson plan #2

Evaluation (True or False)

1. True.
2. True.
3. False.
4. False.
5. False.
6. False.
7. False.
8. False.
9. False.
10. True.

Answer key: Mexican Flag lesson plan.

Evaluation (fill in the blanks):

1. Aztec.
2. Mexico City; Tenochtitlan.
3. eagle; snake.
4. February 24.
5. 550.

Answer key: Map Study lesson plan.

Evaluation (fill in the blanks):

1. Mexico.
2. Yucatan Peninsula.
3. Texas.
4. Gulf of Mexico.
5. Baja California.
6. Arizona.
7. Chihuahua.
8. Mexico City.
9. Chihuahua.
10. Chiapas.

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